

Public Document Pack

ROYAL BOROUGH OF WINDSOR & MAIDENHEAD STANDING ADVISORY COUNCIL ON RELIGIOUS EDUCATION

will meet on Monday, 13th March, 2017

at 6.00 pm

www.rbwm.gov.uk



COUNCIL CHAMBER - TOWN HALL

Item	Subject	Page No.
1.	Welcome	
2.	Apologies For Absence To receive any apologies for absence.	
3.	Declarations of Interest To receive any declarations of interest.	3 - 4
4.	Minutes Of Meeting on November 8 To approve the Minutes of the meeting held on November 8 th 2016.	5 - 10
5.	Membership Update To receive a verbal update on Panel membership.	
6.	Fundraising Update To receive a verbal update on fundraising for transport for school visits to places of worship.	
7.	NASACRE Big Survey To review the NASACRE Big Survey and consider the Panel's response.	11 - 20
8.	Syllabus Review To consider the Syllabus Review.	
9.	Pan Berkshire SACRE Hub For members to be given an update on the work of the Pan-Berkshire SACRE Hub, including the Crossing The Bridges project and Directory developments.	21 - 30
10.	SACRE Member training To discuss refresher training for members and inductions for new members.	
11.	Self Evaluation Toolkit To consider the contents of the Self Evaluation Toolkit.	31 - 60
12.	Annual Report 2015-6 For members to approve the 2015-16 Annual Report.	61 - 68
13.	Any Other Business To discuss any other items of business.	
14.	Dates Of Future Meetings	
15.	LOCAL GOVERNMENT ACT 1972 - EXCLUSION OF THE PUBLIC To consider passing the following resolution:- "That under Section 100(A)(4) of the Local Government Act 1972, the public be excluded from the remainder of the meeting whilst discussion takes place on items 16 on the grounds that they involve the likely disclosure of exempt information as defined in Paragraphs 1-7 of part I of Schedule 12A of the Act"	
	Part II	

16.	Results of GCSE RE exams in the Royal Borough To compare and discuss the confirmed results of GCSE RE exams in the Royal Borough from the past three school years.	69 - 76
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Members of the Press and Public are welcome to attend this meeting.

Andy Carswell Democratic Services

Issued: March 3rd 2017

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MEMBERS' GUIDANCE NOTE

DECLARING INTERESTS IN MEETINGS

DISCLOSABLE PECUNIARY INTERESTS (DPIs)

DPIs include:

- Any employment, office, trade, profession or vocation carried on for profit or gain.
- Any payment or provision of any other financial benefit made in respect of any expenses occurred in carrying out member duties or election expenses.
- Any contract under which goods and services are to be provided/works to be executed which has not been fully discharged.
- Any beneficial interest in land within the area of the relevant authority.
- Any license to occupy land in the area of the relevant authority for a month or longer.
- Any tenancy where the landlord is the relevant authority, and the tenant is a body in which the relevant person has a beneficial interest.
- Any beneficial interest in securities of a body where
 - a) that body has a piece of business or land in the area of the relevant authority, and
 - b) either (i) the total nominal value of the securities exceeds £25,000 or one hundredth of the total issued share capital of that body **or** (ii) the total nominal value of the shares of any one class belonging to the relevant person exceeds one hundredth of the total issued share capital of that class.

PREJUDICIAL INTERESTS

This is an interest which a reasonable fair minded and informed member of the public would reasonably believe is so significant that it harms or impairs your ability to judge the public interest. That is, your decision making is influenced by your interest that you are not able to impartially consider only relevant issues.

DECLARING INTERESTS

If you have not disclosed your interest in the register, you **must make** the declaration of interest at the beginning of the meeting, or as soon as you are aware that you have a DPI or Prejudicial Interest. If you have already disclosed the interest in your Register of Interests you are still required to disclose this in the meeting if it relates to the matter being discussed. A member with a DPI or Prejudicial Interest **may make representations at the start of the item but must not take part in discussion or vote at a meeting.** The term 'discussion' has been taken to mean a discussion by the members of the committee or other body determining the issue. You should notify Democratic Services before the meeting of your intention to speak. In order to avoid any accusations of taking part in the discussion or vote, you must move to the public area, having made your representations.

If you have any queries then you should obtain advice from the Legal or Democratic Services Officer before participating in the meeting.

If the interest declared has not been entered on to your Register of Interests, you must notify the Monitoring Officer in writing within the next 28 days following the meeting.

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Agenda Item 4

ROYAL BOROUGH OF WINDSOR AND MAIDENHEAD

STANDING ADVISORY COUNCIL ON RELIGIOUS EDUCATION

8 November 2016

PRESENT: Councillors Natasha Airey, Richard Kellaway and Asghar Majeed, Anne Andrews, Karen Butler, Michael Gammage, Hilary Harris, Anthea West, Louise Ceska and Ceri Neil.

Officers in attendance: Andy Carswell and Clive Haines

ACTION

1 Election of Chairman and Vice Chairman

Cllr Kellaway proposed Michael Gammage as Chairman of SACRE. This was seconded by Cllr Majeed and agreed unanimously by members.

Louise Ceska proposed Karen Butler as Vice Chairman. This was seconded by Clive Haines and agreed unanimously by members.

2 Welcome

Karen Butler welcomed members to the meeting.

3 Apologies For Absence

Apologies were received from Ravinder Singh Zandu, Deborah Firth, Barbara Meaney, Ila Gangotra, Liz Jenkins, Felicity Gunn and Joan Hicks.

4 Declarations of Interest

No declarations of interest were noted.

Michael Gammage arrived at the meeting at 6.10pm.

5 Minutes of the last meeting

The minutes of the meeting held on June 15th were unanimously agreed.

Members discussed matters arising.

Action	Responsibility	Progress
To contact Free Church regarding representation	Karen Butler	Ceri Neil nominated to replace Melody Erasmus
Collate responses on NASACRE report and circulate to members before sending to NASACRE	Anne Andrews	Responses collated but no feedback received. To be recirculated before being sent to NASACRE
Rotary and Lions groups to be contacted regarding sponsorship	Michael Gammage	Unsuccessful

Karen Butler said that the Rotary Club and Lions Club had been contacted in an attempt to source funding for the Visiting Places of Worship scheme, but this had been unsuccessful. The Chairman said he had contacted Three about

sourcing funding but had not heard back from them.

Cllr Airey said it was possible to source up to £750 from each Councillor's annual Member Budget. She suggested setting up a sub group meeting of the Council representatives of SACRE, along with Anne Andrews, to discuss ways of finding funding for the project.

ACTION: A sub group to be set up and the clerk to arrange a meeting in January.

6 Membership Update

The clerk informed members that Felicity Gunn had regrettably resigned from SACRE due to a change in her personal commitments.

Karen Butler told members that she had asked about the Methodist representative's ability to continue as a member, as he had not attended any meetings in the last year. However he had not responded.

ACTION: Anne Andrews to contact the Area Dean to seek a replacement for Felicity Gunn.

7 Annual Report

Anne Andrews explained to members that the Annual Report had been written in accordance with a revised template. The completed report would be sent to NASACRE and the Secretary of State for Education.

The main points for noting were:

- It was hard to hold schools to account in relation to RE teaching as Ofsted did not either, and SACRE had difficulty in capturing information.
- SACRE was trying to find funding for school trips
- Additional RE exam results would be added on to the end of the report when they became available.
- The membership and attendance register incorrectly stated the summer term meeting took place in July and there was a sentence that needed to be re-worded in order for it to make sense.

Anne Andrews informed members that she had been asked to do Respect and Tolerance training with NQTs and School Direct Trainees for a second time.

Ceri Neil arrived at the meeting at 6.35pm.

Karen Butler asked if SACRE could be involved in rescinding and granting determinations.

Cllr Airey suggested that the teacher survey should be made on an annual basis, to allow teachers the opportunity to provide feedback. A forum to discuss teacher views on the syllabus and curriculum was suggested. Anne Andrews informed members that an RE Network meeting was taking place at Trevelyan School on January 24th and it was suggested that the idea of a forum could be discussed there.

ACTION: Anne Andrews to submit the Annual Report, once the suggested amendments had been made.

8 Results of RE exams in the Royal Borough

The provisional results of the 2015/16 GCSE RE exams were compared to the confirmed results of the 2014/15 exams, using information supplied to the Council by the Fischer Family Trust. However members said that the information from the FFT lacked context, and they felt that results across three years should be compared.

Clive Haines told members that no further information relating to the 2015/16 results had been supplied to the Council since October 12th, when the provisional results were collated.

Members requested that the full results for 2015/16, along with a detailed commentary from an Education Officer, be considered at the next SACRE meeting.

9 Update on Crossing the Bridges Project

Karen Butler told members that the Phase 2 launch conference of the Pan-Berkshire Hub held at Winnersh Triangle on September 28th was very enjoyable and featured some serious and stimulating debates. The SACRE was represented by Karen Butler, Hilary Harris, Joan Hicks and Saghir Ahmed.

The Chairman asked why there was such a limited turnout of teachers at the Hub. Anne Andrews suggested it was because the meeting had been arranged for too early in the term, and the SACRE had not had the opportunity to discuss representation at any of its meetings.

Anne Andrews said that two training events, looking at the purpose of RE and the locally agreed syllabus, were taking place the following week.

Anne Andrews said a Crossing the Bridges Directory of places of worship, which would be a resource that could be accessed by schools, was being collated by Catherine Jinkerson. She would contact each of the six SACREs across Berkshire to develop links with schools, RE teachers and places of worship.

10 RE Teacher Training and Support

Anne Andrews informed members that RE training for primary and secondary school teachers had not yet taken place this term and was scheduled for November 15th; therefore there was no update for members.

Clive Haines left the meeting at 7.30pm.

11 Review of Tell MAMA Annual Report

Members were told that the item had been included in the agenda at the suggestion of NASACRE as it had implications for RE teaching; however the report did not have any information specifically relevant to the Royal Borough.

Cllr Majeed reported that Holyport College had recently been subjected to a series of abusive anti-Islamic messages on social media after the school announced that some of its pupils were visiting a local mosque.

Cllr Airey said that reporting of hate crimes was a police matter and in terms of combatting it there was little that SACRE could do. In terms of Council action, Cllr Airey said that Community Wardens were used to build community support and cohesion and Council officers had worked with the police.

Anthea West asked if the social media aspect raised in the report could be covered as a teaching aspect in RE lessons in secondary schools. Cllr Airey said that there had been a notable rise in self harm and suicide rates amongst secondary school pupils as a result of anonymous online abuse they had received.

12 NASACRE Constitutional Changes

It was noted by members that the proposed amendments were very small and related chiefly to reducing the number of people required to vote in order to pass resolutions. It was explained that the amendments could not be passed at the NASACRE AGM as there were not enough attendees.

Members voted unanimously to agree the proposed changes.

ACTION: Anne Andrews to fill in the online form to inform NASACRE that members had agreed to the changes.

13 Building Respectful Schools and Societies

Members noted the letter; however it was felt that the language used in it was hard to understand and it did not make any suggested resolutions.

ACTION: Anne Andrews to contact NASACRE to give them feedback.

14 Any Other Business

The clerk reminded members of the Oxford Diocesan Board of Education's training course 'Encountering Faith in the RE Classroom' on March 17th, 2017. Anne Andrews stated that the SACRE was entitled to send a member to the meeting free of charge.

Karen Butler asked if tea and coffee could be provided at future meetings. The clerk agreed to have refreshments provided at the next meeting.

ACTION: The clerk to circulate the meeting brochure and booking form to all SACRE members to gauge interest in attending.

ACTION: The clerk to provide refreshments for members at future meetings.

15 Dates of Future Meetings

Members noted that the next meeting is scheduled for March 13th, 2017.

Karen Butler asked if members felt an additional meeting was needed in January, as had been suggested last year. However it was felt there were no urgent items for review and members agreed no meeting was necessary. The Chairman said that if necessary the subject of arranging an additional meeting would be discussed at the next SACRE meeting.

The meeting, which began at 6.05 pm, ended at 7.54 pm

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The BIG NASACRE Survey 2017

In order for NASACRE to be able to represent the views of its member SACREs at a national level, including to the REC and other policymakers, it is important that we try to develop as full an understanding of the views of our members as possible. This is the reason for this quite lengthy research survey being conducted by the NASACRE Chair, Paul Smalley who is also a Senior Lecturer in RE at Edge Hill University. Data from this will be anonymised before being discussed with the NASACRE Executive and being used to inform policymakers about the strengths, views and hopes of SACREs across the country. It is also hoped that the results of this research will be published more widely in suitable journals to inform the wider RE community.

We would ask that you discuss these questions at a SACRE meeting before sending in your answers. You will need to click through to the last question to submit your answers, but it is possible to leave questions blank. It may be that you choose not to answer all questions, or you may answer different sections at different times, however the survey will end on 30 April 2017. We want to build up a true picture of what the State of the Nation's SACREs is, so please be honest, whether you do lot, a little or nothing and answer to that effect.

This project adheres to British Educational Research Association Ethical Guidelines (BERA 2011) and Edge Hill's Code of Practice for the Conduct of Research and will be subject to ethical approval by the Faculty of Education Research Ethics Committee. By completing this survey, you are consenting to your anonymised data being used as detailed above. The data will be stored electronically and secured by a password. Complaints about the conduct of this research should be made through Edge Hill University's complaints policy. The full report from this research will be made available to SACREs when it is complete.



Section 1

1. Name of SACRE

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Section 2: Questions about the Agreed Syllabus

2. In what year was your Agreed Syllabus last reviewed?

3. Is your Agreed Syllabus currently being reviewed? *Mark only one oval.*

- Yes
- No

4. Is your local Agreed Syllabus: *Check all that apply.*

- unique?
- shared with another SACRE(s) (please say which under Other)?
- jointly agreed with other SACRE(s) (please say which under Other)?
- adapted from another SACRE (please say which under Other)?

bought 'off the shelf' from another provider (e.g. RE Today, please say which under Other)?

Other:

5. In your Agreed Syllabus, what are the statutory requirements for KS4? *Mark only one oval.*

- an accredited course required
- an accredited course recommended
-

Other:

What does your SACRE believe about the main strengths of a Locally Agreed Syllabus?

6. A strength of a locally agreed syllabus is that it enables pupils to learn about religions where they live. *Mark only one oval.*

	1	2	3	4	5	
Strongly agree	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Strongly disagree

7. A strength of a locally agreed syllabus is that the writing process helps understanding of RE locally.

Mark only one oval.

	1	2	3	4	5	
Strongly agree	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Strongly disagree

8. A strength of a locally agreed syllabus is that teachers feel that they own the syllabus and are more committed to it. *Mark only one oval.*

	1	2	3	4	5	
Strongly agree	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Strongly disagree

9. What other strengths of a locally agreed syllabus would you agree with?

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What does your SACRE believe about the main weaknesses of a Locally Agreed Syllabus?

10. **A weakness of a locally agreed syllabus is that it does not have an agreed national standard attached to it.** *Mark only one oval.*

	1	2	3	4	5	
Strongly agree	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Strongly disagree

11. **A weakness of a locally agreed syllabus is that it is unduly labour intensive** *Mark only one oval.*

	1	2	3	4	5	
Strongly agree	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Strongly disagree

12. **A weakness of a locally agreed syllabus is that schools don't understand its status as a statutory curriculum document** *Mark only one oval.*

Strongly agree

Strongly disagree

13. **What other weaknesses of a locally agreed syllabus would you agree with?**

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14. **Would your SACRE favour a nationally agreed RE syllabus, in place of the current locally agreed syllabuses?**

Mark only one oval.

Yes *Skip to question 15.*

No *Skip to question 21.*

Maybe/unsure/other

Section 3

To be answered if your SACRE would favour a nationally agreed RE syllabus, in place of the current locally agreed syllabuses?

15. **Should a nationally agreed RE syllabus be statutory for academies and free schools?** *Mark only one oval.*

Yes

No

16. **Should a nationally agreed RE syllabus be statutory for faith schools?** *Mark only one oval.*

Yes

No

17. **Should a nationally agreed RE syllabus be statutory for independent schools?**

Mark only one oval.

- Yes
- No

18. **Should a nationally agreed RE syllabus be part of the National Curriculum?** *Mark*

only one oval.

- Yes
- No

19. **Should a nationally agreed RE syllabus contain a significant local component?**

Mark only one oval.

- Yes
- No

20. **Other comments about a nationally agreed RE syllabus.**

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Skip to question 25.

Section 4

To be answered if your SACRE would not favour a nationally agreed RE syllabus, in place of the current locally agreed syllabuses?

21. **Is the current system of producing a locally agreed syllabus the best way to arrive at a locally agreed syllabus?** *Mark only one oval.*

- Yes
- No
- Unsure

22. **Please give reasons for your answer to 8 vii**

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23. **Other comments about a nationally agreed RE syllabus.**

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Skip to question 25.

Section 5

To be answered if your SACRE has not said if it would favour a nationally agreed RE syllabus, in place of the current locally agreed syllabuses?

24. Please explain your thinking about local and national RE curricula in no more than 100 words.

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Section 6

25. Has your SACRE thought about ways that SACREs should be involved in future national developments concerning RE and collective worship? *Mark only one oval.*

- Yes
- No

26. If so, please explain your thinking in no more than 100 words.

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Section 7: Questions about the current activities of SACRE

Many SACRES are under enormous pressure to deliver services with shrinking resources at the moment. Given these constraints:

27. Please describe three main areas of work of your SACRE, in order of the amount of time devoted to this work (e.g. teacher training, guidance materials, exemplar Schemes of Work, conferences, etc.)

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30. Does your SACRE (including in partnerships with the LA or others) currently facilitate local RE teacher networks, or other forms of school-to-school support for RE? If so, what? (e.g. organise twinning arrangements between schools or pairing schools with faith communities)

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31. Does your SACRE monitor the compliance and quality of RE provision in the schools in your area? *Mark only one oval.*

- Yes
- No

32. If YES, how does it do this?

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33. Does your SACRE have access to specialist RE adviser(s)? *Mark only one oval.*

- Yes
- No

34. If YES, how much are you able to utilise their services? (e.g. salaried full time RE adviser, or a contracted number of days or hours per year, etc.)

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35. Looking to the future, what are the three most important activities your SACRE would like to focus on?

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Section 8: Questions about collective worship

38. In the last five years, has your SACRE produced guidance materials about delivering collective worship? *Mark only one oval.*

- Yes
- No

39. In the last five years, how many determinations (to vary the form of collective worship from being of 'broadly Christian character') has your SACRE made?

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40. Does your SACRE monitor the compliance of collective worship provision in the schools in your area? *Mark only one oval.*

- Yes
- No

41. Does your SACRE monitor the quality of collective worship provision in the schools in your area? *Mark only one oval.*

- Yes
- No

42. If YES, how does your SACRE monitor the compliance and/or quality of collective worship provision?

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43. Does your SACRE have any ideas about additional ways you could monitor and support the delivery of collective worship?

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Section 9: Questions about wider roles of SACRE

44. Does your SACRE currently have any kind of role beyond school religious education & collective worship? (e.g. in relation to community cohesion or inter-faith, faith/society relations, or in promoting wider understanding of religion and belief)

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45. Would your SACRE like to play a wider role in relation to community cohesion and interfaith and faith/society relations more generally? *Mark only one oval.*

- Yes
- No

Section 10: Questions about meetings and money

46. How often has your SACRE met in the calendar years 2015 and 2016?

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47. How often have all four committees not been represented in those meetings?

48. Where does your SACRE meet?

Check all that apply.

- council offices
- schools
- faith venues
- private / commercial venues
-

Other:

49. Does your SACRE believe that the current membership structure for SACREs is fit for purpose? *Mark only one oval.*

- Yes
- No
- Don't Know

50. If NO, how would you change it?

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51. How much is your SACRE's budget for the current year (or the last year that the AS was not reviewed)? *Mark only one oval.*

- no budget
- less than £1,000
- more than £1,000 but less than £2,000
- more than £2,000 but less than £10,000
- more than £10,000 but less than £50,000
- over £50,000

52. How much was your SACRE's budget during the year the Agreed Syllabus was last reviewed?

Mark only one oval.

- no budget
- less than £1,000
- more than £1,000 but less than £2,000
- more than £2,000 but less than £10,000
- more than £10,000 but less than £50,000
- over £50,000

53. Is advisory time additionally funded? *Mark only one oval.*

- Yes
- No

Section 11: Case Studies

Thank you for completing the BIG NASACRE Survey 2017. We hope to be able to share 'headlines' from the research at the AGM/Conference in May and will look to report fully before the end of 2017.

If you have a good story that NASACRE could write up as a case study to show what SACREs can do, please supply a contact name and email below. This may be passed on to a NASACRE Exec member separately from your other answers, in order for them to contact you and hear your good news!!

54. **Name**

.....

55. **Email address**

.....



Pan-Berkshire SACRE Hub

Notes and recommendations following this meeting

The pan-Berkshire SACRE Hub met on January 10th and the notes from that meeting are attached.

In order that all 6 SACREs are aware of the actions agreed, progress made, and the discussions needed at the separate SACRE meetings this term, as a result of the Hub meeting, please consider the following at the Spring Term round of SACRE meetings and feed back to Jan Lever as below.

Actions and progress

1. Induction and Training

The Hub members raised the need for induction training for new members as they join SACREs and also for refresher training for any current SACRE members who may like to attend.

The first such session will take place...

In the Council Chamber at Wokingham Borough Council, Shute End, Wokingham
RG40 1 BN (Park in The Paddocks pay and display car park RG40 2AA)

5.45-7pm Tuesday 25th April

Led by Anne Andrews (RE Adviser Oxford Diocese and advisor to Bracknell Forest and RBWM SACREs)

All SACRE members are welcome.

Training materials and documents will be made available to all SACREs.

Could each SACRE please ensure all its members have the opportunity to attend?

Could each SACRE please collate its attendance list and send the complete list to sue@janlevergroup.com who will administer this event on behalf of Jan Lever (Hub manager)

If this event is well-received it may well be possible to hold a similar session each term after the Hub meetings.

PLEASE DISCUSS TRAINING REQUIREMENTS FOR YOUR SACRE AND FEED BACK AT
NEXT HUB MEETING

2. Annual pan-Berkshire SACREs conference

The Hub discussed the success of the September 2016 SACREs conference. This conference was designed to launch Phase 2 of the Hub 'Crossing the Bridges' Project since receiving funding for this from the Westhill / NASACRE Award.

The Hub was unanimous that another conference at the same venue would be beneficial and this could be to celebrate and report on the success and achievements

of the Project, as well as to outline the progress and process for the agreed syllabus review which will have just started in the Summer Term.

I am pleased to report that the Holiday Inn, Winnersh Triangle, has been booked for the evening of Thursday 28th September, as this venue proved easy regarding transport and provided excellent refreshments etc

The programme will be decided nearer the time but please do encourage all SACRE members to reserve this date in their diaries so we have an even better turn out this year.

PLEASE FEED BACK ANY THOUGHTS ABOUT THE CONTENT OF THE EVENING TO THE NEXT HUB MEETING.

3. Crossing the Bridges Project progress

- **The Directory**

Thanks to SACRE input and the work committed to this by Catherine Jinkerson (Wokingham SACRE), as of 12/2/17 we have 20+ places of worship included in the Directory and more on the way.

This will help schools enormously when the Directory is published online and disseminated in of the Summer Term.

PLEASE THINK ABOUT THE BEST WAYS TO DISSEMINATE THIS AND OTHER SACRE WORK TO YOUR SCHOOLS.

The Directory Information pages that Places of Worship are asked to complete as their entries into the Directory have been made simpler to fill in. These are now available as Word documents and Catherine has been sending these to prospective hosts with more success.

(attached.PLEASE FORWARD TO ANYONE WHO MAY BE INTERESTED)

- **HOSTS' TRAINING**

The first training session in November 2016 for hosts at places of worship was attended by 15 people and received excellent feedback.

The second of these training afternoons was postponed to:

Thursday 23rd February 2017, 1-4pm at Wokingham Baptist Church, Milton Road, Wokingham RG40 1DE, to give more time for people to come on board after Catherine's communications.

This will be led by Anne Andrews.

(Thanks to Wokingham Baptist Church)

ALL SACRE MEMBERS ARE WELCOME TO ATTEND.

PLEASE RESERVE YOUR PLACE BY EMAILING

Sue@janleverage.com

Sue is administering the event on behalf of Jan Lever (Hub Manager)

- **Crossing the Bridges Project 'on location' day**

You will be aware that the Westhill /NASACRE Award has enabled us to run another training day for teachers, taking them to x4 places of worship to learn more about:

- a) those religions
- b) the benefits and practicalities of taking pupils to visit those places of worship
- c) using the Crossing the Bridges teaching/learning materials (each teacher on the trip will be expected to submit an example to the Hub of how they have used these materials with pupils, and these will then be disseminated as examples for other teachers)
- d) the teachers in the area also delivering RE and thereby network effectively.

Photographs will be taken during the day and PowerPoint presentations made as teaching tools, and these will be distributed to schools whether they were on the trip or not.

The response has been fantastic, so much so that we have booked a bigger coach. We can now take 33 people to:

Maidenhead Synagogue Slough Baptist Church Slough Gurdwara Stoke Poges Mosque

And we have a waiting list of more people wanting to go.

The plan is to review the Westhill /NASACREard budget and if possible to run a second trip later in the year.

The response shows how needed RE training is and if made accessible (free?) teachers will willingly attend.

- **Westhill/NASACRE website**

We are keeping the Westhill/NASACRE Board informed of our progress with the Crossing the Bridges Project by

- a) **Inviting our Westhill mentor to attend any/all of our events** (I am pleased to say he is able to come on the March 8th CPD day visit to places of worship which will enable him to meet teachers and see the teaching materials being used)
- b) **Sending progress reports to Westhill to post on their website,** so please see www.westhillendowment.org and look under 'Projects that spark', then look under 'Multi-faith projects' and you will find our pan-Berkshire work.

- **Agreed syllabus review process**

The process will begin later in the Summer Term 2017.

Schools will be offered a questionnaire to give their feedback and this will be discussed at the Summer Term network meetings where possible.

All 6 SACREs have agreed to fund the review process by giving £1700 and invoices will be sent out shortly from Wokingham Borough Council which will hold and manage this funding.

The review proper will begin September 2017 and the 28th September conference will launch this.

I hope this summary shares with all 6 SACREs the work being initiated and progressed through the pan-Berkshire SACRE Hub.

Please feel free to feed back any thoughts, comments and ideas to me directly

I look forward to the next Hub meeting and to continuing to take this work forward with you.

Jan Lever

Email: jan@janlevergroup.com

Director: Jan Lever Education Consultancy & Training Ltd

Director: Jigsaw PSHE Ltd / Discovery RE Ltd

Mobile: 07973 752250 **Office:** 01202 377192

Office: Northtown Farm, Milton Damerel, Holsworthy, Devon EX22 7DN, United Kingdom

Home: www.janlevereducationconsultancy.com

Jigsaw PSHE: www.jigsawpshe.com

Discovery RE: www.discoveryschemeofwork.com



Pan- Berkshire SACRE Hub Meeting

Tuesday 10th Jan, 2017

Wokingham Borough Council, Shute End, Wokingham

Present

Jan Lever - Chair

Anne Andrews - Advisor to Bracknell forest and Royal Borough of Windsor and Maidenhead

Stephen Vegh - Wokingham

Beth Rowland - Wokingham

Michael Freeman - Reading

Karin Butler - RBWM

Mary Harwood - West Berkshire

Catherine Jinkerson - Wokingham

David Rees - Advisor to Reading

(Colours denote who is responsible for actions...see below)

Apologies:

Jo Fageant, Slough, (West Berks)

Zvi Solomons, Reading

Julie Siddiqui, Slough

Tracey Williams, Bracknell Forest

Madeline Diver, Bracknell Forest

Minutes and issues arising

- Request to paginate in future
 - Point was raised concerning the training of new SACRE members - previous minutes stated that training would be up to each SACRE - discussion ensued concerning developing materials for new members, setting up a buddying system with mentors to help with the induction process - system would need to incur no costs and be consistent across the 6 SACRES. AA said she would put materials/pack together as she was doing something similar for the Diocese.
 - **Request to put the training of new members on the next agenda**
 - Suggestion - to run an induction/refresher session after the next Hub meeting on 25th April - timing could be 5.30-7pm. JL will check to see if the council chamber could be used for this.
 - Michael F stated that the new GCSE book on Judaism by Clive Lawton was excellent both as a 'personal tool and teaching resource'
1. Feedback
 - Crossing the Bridges- conference on sept 28th very successful - now we need to produce some materials for a case study - the Q&A session with faith leaders was a 'sparky and enjoyable exchange'
 - Record a big 'thank you' to all who came, contributed and planned the event.
 2. SACRE feedback - SV mentioned the forms on the Crossing the Bridges project are interactive PDFs and hence are not easy to edit. A request was made for them to be in word format as you can still lock down the pre-populated boxes but can still allow the empty boxes to be populated. JL said she would feed this back to the graphics team. This would help CJ when trying to obtain information for the places of worship directory.

3. A. Directory - CJ has 7 returns and has been chasing others. Many places use a lot of volunteers to help so filling in forms is not a quick process.
 - The Wokingham RE trail - is there a weblink?
 - In Maidenhead the *churches together* group have put together a mini directory which is very useful but not available online. Is there a plan to make it electronic? CJ to investigate.
 - Most feedback is coming from Maidenhead/ Slough and Stoke Poges. - these areas are looking the most likely to be used in the CPD day (March 8th).
 - Enquiries were made as to whether other areas like Ascot, Datchet or West Berks had been involved. CJ has received no contact from these and AA stated that efforts to engage them previously had proved challenging.
 - Interfaith Forum - personal contact is needed - the Westhill Award had some admin. time available.
 - Non- Christian places had showed more interest up to this point.
 - Universities could be involved in coming into schools
- B. Crossing the Bridges CPD day
 - The next day is planned for Weds March 8th DR & CJ organising this. The idea is to take a group of teachers to 4 places of worship to examine the buildings, talk to faith community members and develop links with a view to arranging more focussed visits to these places. The learning would be at a deeper level than previously. DR would take photographs on the day and turn these into power points to be circulated to and used in schools. CJ is finalising the details of the day and a flyer will need to be sent out soon so that people have time to book. Teachers will use the Crossing the Bridges materials and provide examples for the web pages and to share with schools.
 - Transport could be an issue - there was a suggestion to engage with the business community to provide some finance to help this happen.
 - The host training event was well attended - 16 came and the feedback was excellent. There will be another one on Feb 23rd at the Wokingham Baptist Church from 1-4pm. Anne A to lead. JI to do admin.
 - The Crossing the Bridges templates are available free on various websites. We hope to encourage some samples of work so a case study can be produced. Network meetings will again inform of the availability and also of the next CPD day in March.
 - Follow up conference event - JL to check availability of the same venue for the week beginning 25th September- this would be held to disseminate information on the second phase.
4. Agreed Syllabus Conference
 - The review process will start later in the year - there is a draft action plan and a need for each SACRE to commit funds to the process. £1700 is the same amount as contributed to Hub and Crossing the Bridges this year and this will enable the review to happen and be managed. MF said he had contacted Dan Neal and RBC can contribute £2700. RBWM had discussed and agreed the sum, an invoice needs to be drafted. Bracknell said it would be from next year's budget. W Berks 'should be OK'. Wokingham has agreed the amount and Slough is confident it will also gain this funding.
 - The Hub will be the Steering Group for the syllabus review.
 - Communication channels – each SACRE to explore best communication channels to reach schools and stakeholders.
 - Jan will simplify the ASC draft plan for SACREs to look at at next round of SACRE meetings
 - SV - life after levels will be the biggest challenge - exemplifications will be needed.
 - Consultation - schools input will be sought.

- AOB - MF What is the job description of the SACRE clerk? Can this be put on the agenda for next time?

Next meeting 4.15 on Tuesday 25th April at WBC, Shute End, RG40 1BN

Autumn term meeting: Tuesday 12th September 2017 4.15-6pm Venue tbc

Annual pan-Berkshire SACRE conference w/c 25 September 2017, details tba (This will celebrate and review the achievements of the Crossing the Bridges Project.

Comments and enquiries to Hub Manager:

Jan Lever

jan@janlevergroup.com

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'Crossing the Bridges'

Places of Worship Directory Information



Place of worship: Address:		
Faith Leader Name	email	telephone
Contact to arrange visit (if different) Name	email	telephone
Host for the visit (if different) Name	email	telephone
Availability of venue (which days and times is the venue available to receive visits?):		
Preferred length of visits:		
Cost to school (donation/fixed costs/ no charge etc.):		
Maximum Capacity (How many children/young people at a time?):		
Preferred age group (5-7 year olds/ 8-11 year olds/ 12-16 year olds/post 16/all)		

Venue Information:

Expertise of hosts

Which aspects of the religion would be preferred focus e.g. festivals, beliefs, worship and practice, pilgrimage/prayer/ family life/ faith in action?

Brief description of venue: (e.g. number of rooms, artefacts on display, particular features)

**How might this Place of worship address the school's key question/concept/theme?
(refer to school information sheet when completed)**



Structure of Visit: (e.g. timings, groupings, brief outline of any presentations, food offered, follow-up visit to school possible etc.)

Any pre-teaching desirable/required?

Any materials to bring?

Facilities available (e.g. toilets, water, outside space, classroom space for activities, shop etc.)

Directions and parking information

Special requirements or restrictions: (e.g. dress code, behaviour code, items/food to be brought etc.)

Preferred mode of address: (e.g. first name, surname, other)

SACRE

RETool

The SACRE RETool: Reporting and Evaluating Toolkit

Introduction

The essential role of the SACRE is to support its Local Authority (LA) and the local authority's schools in meeting the entitlement of pupils across the local authority to engage in high quality Religious Education and Collective Worship. In an educational context where standards and accountability are at the top of the agenda, a SACRE's work has become increasingly challenging and diverse, but also more rewarding and stimulating. Good SACREs will therefore tackle their responsibilities and opportunities with enthusiasm, whilst recognising the need for realistic and ongoing appraisal and self-review.

In many ways SACREs reflect the work of governing bodies in schools, in so far as they act as critical friends to the local authority on matters of religious education and collective worship. Like school governors, members are unpaid volunteers who give up their time to support religious education (RE) and collective worship locally.

This Reporting and Self-Evaluating Toolkit is an amended version of the original SACRE SEF (2004). It takes account of changes in inspection arrangements and in the role of local authorities, and of the development of maintained schools independent of their local authority. It is designed to help individual SACREs evaluate their role and, in particular, to consider their impact on pupils' educational experience and learning. It also helps SACREs review their organisational patterns and structures, and their partnership with the local authority and other key stakeholders.

32 The Toolkit highlights five key dimensions of a SACRE's work and provides exemplification of good practice. A SACRE which uses this self-evaluation guidance should gain a clear picture of its strengths, identify areas for further development, and establish its key priorities for action.

The DCSF publication "Religious education in English schools: Non-statutory guidance" (2010) ("the Guidance") remains the most recent official statement in this field. The Guidance sets out the responsibilities of SACREs and Local Authorities as well as those of other stakeholders in RE. Key summaries from the Guidance are included in the Annex to this document.

Rationale

.The RETool focuses on the following five aspects of the work of SACREs:

1. promoting improvement in the standards, the quality of teaching, and provision in RE
2. evaluating the effectiveness of the locally agreed syllabus
3. promoting improvement in the provision and quality of collective worship
4. managing the SACRE and building the partnership between the SACRE, the LA and other key stakeholders
5. contributing to cohesion across the community and the promotion of social and racial harmony.

Each aspect forms a section within the RETool matrix and each section is divided into focus questions to help SACREs explore their provision. Descriptors for 'Developing', 'Established' and 'Advanced' practice will enable SACREs to evaluate their standing within each focus question.

In the final column SACREs may wish to identify any issues and action points within that focus as appropriate. Key priorities can then be identified at the end of each section to inform the development of an action plan.

The intention is that, over time, exemplars of good practice from different SACREs will be made available on an open website, together with annual reports, as a way of adding further support to SACREs and local authorities. Clearly the capacity of any SACRE to make the most of this will be dependent on the extent of the support it receives from, and the quality of its relationship with, its Local Authority.

SACREs are invited to use the format of this RETool to compile their annual report to their local authority. A copy of the annual report should also be lodged electronically with the central database sacrereports@nasacre.org.uk. When compiling their report, SACREs could either use the entire RETool document, or copy sections of text from it into another document; the annual report could focus on specific areas in any given year.

Section 1. Standards and quality of provision of Religious Education

*How effectively does the SACRE, in partnership with the LA, evaluate standards and the quality of provision for RE in schools?
How effective are the strategies to improve standards and the quality of provision?*

In principle, every pupil is entitled to RE of the highest quality. At its best RE will be one of the most popular, relevant, stimulating and truly educative elements in the curriculum. This potential gives SACREs both a benchmark for their aspirations, and a spur for their actions.

A core duty of a SACRE is to gain an overview of the quality of the RE provision in local authority maintained schools and to develop effective strategies to promote the highest standards. In the light of the current inspection culture of partnership and self-evaluation, SACREs will need to approach the achieving of this overview with some sensitivity and astuteness.

Information to assist the SACRE in carrying out its role is likely to come from a range of sources. This may include:

- public examination results
- reports from School Improvement Partners
- analysing questionnaires
- sharing of information from subject self-evaluation forms as appropriate, and in agreement with schools
- feedback from professional development activities
- presentations to SACRE from local teachers

The Guidance offers analysis and advice to support SACREs in reviewing their own effectiveness, their patterns of partnership, and their strategies in relation to enhancing the quality of RE provision in local authority maintained schools. In addition, in the light of the development of academies and other non-LA maintained schools, SACREs also need to take note of and respond appropriately to this new diversified scenario. (In the ensuing pages, the phrase “academies etc” is used as shorthand to refer to all non-LA maintained schools within a particular LA area.)

Key Area: 1a. RE provision across the LA. <i>How effectively does the SACRE gain information about RE provision in schools and put in place strategies to support the delivery of pupil entitlement?</i>		
Developing A SACRE with developing practice would:	have little knowledge of which schools are fulfilling pupil entitlement in RE because local processes are insufficient to gather such information.	<input type="checkbox"/>
Established A SACRE with established practice would:	have some knowledge of which schools are providing adequate time for effective learning in RE and have a scheme of work that enables them to deliver the Agreed Syllabus. SACRE's process for acquiring this information is adequate but lacks coherence. Have limited opportunities to implement strategies in support of pupil entitlement.	<input type="checkbox"/>
Advanced A SACRE with advanced practice would:	have robust processes (for example effective and wide-spread use of the RE SEF) in place to gain a full and accurate overview of RE provision within the LA. It works effectively with the LA to support and promote pupil entitlement. Examples of different models for fulfilling pupil entitlement within local schools will be shared with all schools so that schools can have a menu from which to adapt an approach that delivers pupil entitlement whilst meeting the specific needs and priorities of their schools.	<input type="checkbox"/>
Where are we and where do we find evidence to support this?		

Key Area: 1b. Standards of achievement and public examination entries <i>How does SACRE use information about standards and examinations to target support and training for schools?</i>		
Developing A SACRE with developing practice would:	have limited knowledge of standards in primary and secondary schools including examination entries. The SACRE has no clear strategy to address this.	<input type="checkbox"/>
Established A SACRE with established practice would:	have some process in place to find out how well learners are doing in KS 1-3, (e.g. by meeting teachers, pupils and through the LA). SACRE will be provided with adequate information about examination entries and standards in examinations in secondary schools and how these relate to national figures. Analysis would be limited as would strategies to address issues.	<input type="checkbox"/>
Advanced A SACRE with advanced practice would:	have robust processes (for example including effective and wide-spread use of the RE SEF) in place to gain accurate information about standards in all schools and examination entries in secondary schools, with useful analysis that enables it to address issues effectively in partnership with the LA. entitlement whilst meeting the specific needs and priorities of their schools.	<input type="checkbox"/>
Where are we and where do we find evidence to support this?		

Key Area: 1c Quality of learning and teaching.		
<i>How well does SACRE use knowledge of quality of learning and teaching to target support appropriately?</i>		
Developing A SACRE with developing practice would:	have little or no knowledge of the quality of learning and teaching in the LA schools and therefore is unable to provide appropriate challenge and support to the schools. The SACRE has no means to offer or recommend support to schools as there is little professional support in the LA working with the SACRE.	<input type="checkbox"/>
Established A SACRE with established practice would:	have some information regarding the quality of learning and teaching from LA SIPs, the RE SEF and from contact with teachers and pupils. Limited analysis of this information, however, means that SACRE's attempts to improve learning and teaching have limited effect. be able to circulate information about national courses and support mechanisms to schools	<input type="checkbox"/>
Advanced A SACRE with advanced practice would:	have a robust relationship with schools and the LA to gather meaningful information about the quality of learning and teaching in RE. This information is analysed to identify trends, areas of strength and areas for development and SACRE draws on expertise in effective schools to support all schools in the LA. advise the LA on the support that is needed and have access to professional support that can be linked to schools in need.	<input type="checkbox"/>
Where are we and where do we find evidence to support this?		

Key Area: 1d Quality of leadership and management, including the provision and management of resources.		
<i>To what extent does SACRE have and use information about the effectiveness of senior and middle leadership of RE in its schools?</i>		
Developing A SACRE with developing practice would:	have little knowledge about the quality of leadership and management in RE in local schools. They are unaware of issues relating to the availability of resources for RE in schools.	<input type="checkbox"/>
Established A SACRE with established practice would:	have some information regarding the quality of leadership and management (including senior leadership interest in RE) from the LA, the RE SEF and from contact with teachers and pupils. Limited analysis of this information, however, means that SACRE support to improve learning and teaching has little effect.	<input type="checkbox"/>
Advanced A SACRE with advanced practice would:	have a robust relationship with schools and the LA to gather meaningful information about the quality of L&M (including senior leadership interest in RE). This information is analysed to identify trends, areas of strength and areas for development. SACRE draws on expertise in effective schools to support all schools in the LA.	<input type="checkbox"/>
Where are we and where do we find evidence to support this?		

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Key Area: 1e. Recruitment and retention of skilled specialist RE staff.		
<i>To what extent does SACRE use information about specialist provision in their schools to target training and support recruitment?</i>		
Developing A SACRE with developing practice would:	have little knowledge of data and issues related to the recruitment and retention of subject specialists in schools. Little or no support from the LA.	<input type="checkbox"/>
Established A SACRE with established practice would:	have some processes in place, supported by the LA, to gather information on staffing in schools, both in relation to subject specialism and teacher commitment to RE. The SACRE would have limited opportunity to act effectively on this information.	<input type="checkbox"/>
Advanced A SACRE with advanced practice would:	have a robust relationship with schools and the LA to gather meaningful information about specialist and committed staff in RE. This information is analysed to identify gaps, training needs and ways to support recruitment and retention.	<input type="checkbox"/>
Where are we and where do we find evidence to support this?		

Key Area: 1f. Relations with academies and other non-LA maintained schools.		
<i>To what extent has SACRE developed a pro-active strategy in relation to academies and other non-LA maintained schools in its area?</i>		
Developing A SACRE with developing practice would:	have haphazard information about the RE situation in local academies etc, and little or no established relationships and liaison with them. No serious attempt has been made to develop an overall strategy.	<input type="checkbox"/>
Established A SACRE with established practice would:	have made some effort to establish liaison with each academy etc and to keep updated SACRE's information about their RE situation. By and large academies co-operate with SACRE at this level. SACRE keeps under review the ongoing situation.	<input type="checkbox"/>
Advanced A SACRE with advanced practice would:	have a pro-active policy of liaison with all academies etc and of sustaining a wider professional RE network within the area. While the independence of academies etc is genuinely respected by SACRE, many academies value this network and look to SACRE for ongoing advice and leadership in RE.	<input type="checkbox"/>
Where are we and where do we find evidence to support this?		

Successes/ What are we good at?

Barriers to success

Areas for development/ Action points:

- **For the SACRE**

- **For the LA**

Section 2: The effectiveness of the locally agreed syllabus

How effectively does the SACRE, in partnership with the LA, monitor the impact and evaluate the effectiveness of the agreed syllabus in raising standards? How effectively does the Agreed Syllabus Conference in partnership with SACRE make decisions about the use of national guidance and exemplar material in a review of the agreed syllabus?

The locally agreed syllabus is the bedrock on which schools will build robust sequences of effective learning experiences in RE. A good modern AS will support both the delivery of high quality RE in schools and RE's contribution to the schools' wider curriculum aims and impact measures.

The major factors to be considered in creating or revising an AS include statutory requirements, non-statutory guidance and exemplar material, developments in the school curriculum generally, and local circumstances. Key advice on producing an AS is given in the Guidance. SACREs and ASCs are recommended to take note of this advice in their work on the AS.

Local authorities are required to review their locally agreed syllabus at least every five years. This cycle of reviewing, revising, re-launching and re-implementing the AS gives SACREs and ASCs opportunities for ongoing development and improvement of their effectiveness in providing schools with a locally agreed syllabus which is truly "fit for purpose".

While the ASC holds the legal responsibility for revising the agreed syllabus, in practice much of the preparatory and supplementary work will be carried by the SACRE within its routine business. Moreover, in most LAs the membership of SACRE and ASC overlap substantially or are identical. This can contribute to greater inclusiveness and coherence, but good practice will ensure that it is always clear at any time which body is in place at a meeting, and that it is the ASC which is in session when formal decisions about the AS are to be considered.

Academies etc are in principle free to choose their own RE syllabus. In practice, however, many may well continue to use their local AS. There are some sound reasons for SACRE and the LA to encourage this where possible, and to enable academies etc to have some involvement in the process of revising the AS or of devising a new AS. Relationships between SACREs and academies will necessarily be entirely voluntary and not covered by existing legislation or guidance. SACREs should therefore approach such relationships in a spirit of mutual respect and collegiality. These issues have not been incorporated into the matrix below, but see Section 4.

Key Area: 2a – The review process		
<i>How does the SACRE review the success of the existing agreed syllabus?</i>		
Developing A SACRE with developing practice would:	<p>have limited arrangements in place to monitor the impact of the agreed syllabus, particularly in raising standards. This provides little or no opportunity to review the effectiveness of the agreed syllabus.</p> <p>not know the views of teachers and have had no systematic evaluation of the strengths/weaknesses of the syllabus. The SACRE is unclear how to proceed with the five-yearly syllabus review and there is little or no budget allocation made by the LA.</p>	<input type="checkbox"/>
Established A SACRE with established practice would:	<p>have reviewed the opinions of schools and RE teachers in several ways and have a good idea of the strengths/areas of weakness of the current agreed syllabus.</p> <p>have devised a costed action plan in partnership with the LA, and have been allocated a sufficient budget for the agreed syllabus review and relaunch.</p>	<input type="checkbox"/>
Advanced A SACRE with advanced practice would:	<p>have a clear and systematic process for monitoring the effectiveness of the agreed syllabus built into its development plan. Reviewing the agreed syllabus includes full consultation with schools and other key stakeholders, including faith communities. Issues that have arisen have been discussed and addressed in planning for a Review. An ASC budget has been planned and allocated in partnership with the LA to include consultation meetings, administrative support and printing/ distribution costs. There is a strong sense of shared ownership of the prospective agreed syllabus review, with clear targets for what needs to be achieved.</p>	<input type="checkbox"/>
Where are we and where do we find evidence to support this?		

Key Area: 2b – The quality of the local Agreed Syllabus		
<i>How well does the locally Agreed Syllabus promote effective learning & teaching in religious education? Is it “fit for purpose”?</i>		
Developing A SACRE with developing practice would:	<p>ensure that the Agreed Syllabus sets out what is to be learnt at each Key Stage. Levels are made available, but do not link directly to the learning and there is no clear expectation of quality learning in the Agreed Syllabus.</p>	<input type="checkbox"/>
Established A SACRE with established practice would:	<p>ensure that the Agreed Syllabus provides a clear framework for and expectations of learning in RE.</p> <p>make clear the value of RE in school both in terms of learning and of wider issues.</p>	<input type="checkbox"/>
Advanced A SACRE with advanced practice would:	<p>ensure that the Agreed Syllabus provides a thoroughly professional and inspirational framework for effective learning in RE which is proactively supported and promoted by the LA.</p> <p>have set out clear expectations of the role of the LA and school leadership in ensuring adequate resource and provision in schools.</p>	<input type="checkbox"/>

Where are we and where do we find evidence to support this?	
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Key Area: 2c – Launching and implementing the Agreed Syllabus
How well does SACRE promote the AS and provide training to prepare teachers to use it effectively?

41	Developing A SACRE with developing practice would:	<p>provide for no special launch or other publicity, so that schools are unaware of the significance of the syllabus revisions for learning and teaching in RE.</p> <p>have little training provision for implementing the revised syllabus.</p> <p>be prevented from providing any significant additional guidance or extended training on using the agreed syllabus by a shortage of financial and human resources.</p>	<input type="checkbox"/>
	Established A SACRE with established practice would:	<p>use other forms of communication (for example the LA website) to promote the launch.</p> <p>have clear arrangements for training teachers on implementing the syllabus provided by the LA; this training is well supported and managed.</p> <p>provide additional guidance or extended training on using the Agreed Syllabus over the life of the Agreed Syllabus.</p>	<input type="checkbox"/>
	Advanced A SACRE with advanced practice would:	<p>Involve the wider community and use strong media coverage, to give the Agreed Syllabus a high profile as an important development in the work of the LA and SACRE. The launch event would include high quality presentations from a range of local faith or belief groups and schools.</p> <p>provide effective training on implementing the Agreed Syllabus, which is supported by all schools, leads to teachers being clear about standards and expectations in the Agreed Syllabus and the implications for teaching and learning. The SACRE provides clear guidance about ways in which schools might begin the process of reviewing their own provision for RE in the light of the revised syllabus.</p>	<input type="checkbox"/>
	Where are we and where do we find evidence to support this?		

Key Area: 2d – Membership and training of the Agreed Syllabus Conference (ASC)

To what extent is the membership of ASC able to fulfil its purpose?

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<p>Developing A SACRE with developing practice would:</p>	<p>have a membership that fulfils basic statutory requirements. There are limited induction and training opportunities; members are unclear of their roles, or how an agreed syllabus can be structured. Particular faith or belief groups or teachers from different phases do not attend.</p> <p>provide clerking, admin and advisory support for only a very limited amount of time or range of work. Routine admin arrangements are in place. Agendas and papers are distributed.</p>	<input type="checkbox"/>
<p>Established A SACRE with established practice would:</p>	<p>have a membership that strongly reflects the diversity of the wider religious and professional community. There are some opportunities for members' training and the purpose and action plan for the work of the ASC are clear.</p> <p>have all four committees well represented at meetings. Agendas and papers are distributed well in advance so all members have time to consider them carefully. Meetings are well managed with strong contributions from a wide range of members.</p>	<input type="checkbox"/>
<p>Advanced A SACRE with advanced practice would:</p>	<p>have a membership that is well informed and highly representative of the diversity of the local community. Where particular faith or belief expertise is missing locally there are arrangements to work with consultants. There is a strong, co-ordinated programme of induction and training opportunities for members.</p> <p>Have lively and purposeful meetings with a wide variety of contributions. Members of all 4 groups regularly attend and participate fully in meetings, sharing their experience, expertise and insights.</p> <p>provide effective admin to support the process</p>	<input type="checkbox"/>
<p>Where are we and where do we find evidence to support this?</p>		

Key Area: 2e - Developing the revised agreed syllabus		
<i>How robust are the processes for producing a strong educational Agreed Syllabus?</i>		
Developing A SACRE with developing practice would:	have no clear structure for developing a new agreed syllabus. It does not undertake a thorough revision, tending to add material rather haphazardly to the existing syllabus, leading to lack of coherence in the final outcome. There is little or no consultation during the development of a new agreed syllabus.	<input type="checkbox"/>
Established A SACRE with established practice would:	have clear objectives for the revision and involve a wide range of local expertise in its construction. The LA and the ASC in partnership ensure that strong direction is provided to design an agreed syllabus which is coherent, clear and accessible. Working parties and consultations are reasonably managed and supported.	<input type="checkbox"/>
Advanced A SACRE with advanced practice would:	ensure that high quality advice is sought to review and advise on the revisions as they develop. The ASC in partnership with the LA holds well attended consultation meetings and briefings to ensure teachers are fully involved in, and have a sense of ownership of, the revision process. The Agreed Syllabus has a clear framework for progression and challenging learning	<input type="checkbox"/>
Where are we and where do we find evidence to support this?		

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Key Area: 2f - Making best use of National Guidance		
<i>How does the Agreed Syllabus Conference make choices relating to the use of national documentation? (See footnote*)</i>		
Developing A SACRE with developing practice would:	have a limited awareness and understanding of national documentation in relation to the agreed syllabus review process and are unable to use national guidance in a coherent way. have members not fully understanding the broader curriculum and how this is organised and have no opportunity for training to give them the skills to understand how RE might best play a part in the education of the whole child.	<input type="checkbox"/>
Established A SACRE with established practice would:	be aware of national documentation and some of its implications for the Agreed Syllabus review process, but does not ensure its use reflects local circumstances. Have ASC members who take note of the broader curriculum picture but do not link the Agreed Syllabus to it systematically or appreciate how teachers will be able to make use of it to link to the wider curriculum in schools.	<input type="checkbox"/>
Advanced A SACRE with advanced practice would:	take full account of national documentation in the construction of the revised Agreed Syllabus, while ensuring their work reflects local circumstances. The syllabus is devised so that RE fits appropriately with other curriculum areas at all key stages and guidance about how to make the best links is given to schools.	<input type="checkbox"/>

Where are we and where do we find evidence to support this?	
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*Documentation includes: the Non-Statutory National Framework in RE; the Programmes of Learning in RE (Primary) and Programmes of Study in RE (Secondary), the new Primary and Secondary Curriculums, and “Religious education in English schools: “Non-statutory guidance 2010”.

Successes/ What are we good at?

Barriers to success

Areas for development/ Action points:

- **For the SACRE**

- **For the LA**

Section 3. Collective worship

How effectively does the SACRE fulfil its responsibilities for the provision and practice of collective worship?

Maintained schools are required to provide a daily act of collective worship for every pupil. In community schools not having a religious foundation, the acts of collective worship should be “wholly or mainly of a broadly Christian character”, without being distinctive of any particular denomination. Part of a SACRE’s role is to support the effective provision of collective worship in community schools and to advise the LA on issues related to provision and quality. It must also consider applications from head teachers in community schools that the requirement for collective worship to be wholly or mainly of a broadly Christian character be disapplied for some or all of the pupils in that school. SACRE ‘determines’ the appropriateness of that application and grants a ‘determination’ to those schools where the application is judged to be in the best interests of the pupils. All pupils in schools with determinations continue to have an entitlement to daily collective worship.

Collective worship can be a rich and rewarding element of the curriculum as a whole. SACREs have the opportunity to enhance the quality of collective worship by appropriate guidance and support.

Key Area: 3a – Supporting pupil entitlement		
<i>What strategies are in place to enable the SACRE to support the delivery of pupil entitlement in the LA's schools?</i>		
Developing A SACRE with developing practice would:	be unaware of the issues facing schools in providing collective worship. provide little advice or support towards fulfilling pupil entitlement to collective worship.	<input type="checkbox"/>
Established A SACRE with established practice would:	understand local issues of delivering pupil entitlement and of the challenges facing schools in providing collective worship. provide some advice in support of delivering pupil entitlement and would seek to ensure that schools had access to, and advice on, appropriate resourcing towards delivering collective worship.	<input type="checkbox"/>
Advanced A SACRE with advanced practice would:	have a balanced and realistic overview of provision and its challenges across the LA. provide or arrange for systematic support and guidance for schools experiencing difficulty in delivering pupil entitlement. obtain feedback from schools to evaluate the impact of advice and support, and periodically reviews its strategies for supporting pupil entitlement.	<input type="checkbox"/>
Where are we and where do we find evidence to support this?		

Key Area: 3b – Enhancing the quality of provision of collective worship		
<i>How does SACRE seek to influence the quality of collective worship in the LA's schools?</i>		
Developing A SACRE with developing practice would:	not be adequately supported for promoting quality of provision of collective worship. have agenda items about collective worship dominated by the issue of SACRE trying to find a mechanism for obtaining data. have little understanding of the nature and potential of collective worship and of what effective provision in each school might be.	<input type="checkbox"/>
Established A SACRE with established practice would:	have occasional agenda items on collective worship, with some insight into how collective worship is being delivered in the LA's schools. understand what effective provision is but members of the SACRE have little 'hands-on' experience of	<input type="checkbox"/>

	<p>collective worship in schools.</p> <p>promote in-service support for teachers with responsibility for collective worship, and provides advice on enhancing quality of provision.</p>	
<p>Advanced A SACRE with advanced practice would:</p>	<p>have a good overview of quality of provision across the LA, with information from the LA and from presentations by schools.</p> <p>have first-hand experience of collective worship in schools.</p> <p>disseminate good practice in consultation with schools and teachers, sponsors an ongoing programme of in-service development, and assist schools in evaluating and enhancing the quality of their provision.</p>	<input type="checkbox"/>
<p>Where are we and where do we find evidence to support this?</p>		

47	<p>Key Area: 3c – Responding to requests for determinations</p> <p><i>How robust are SACRE's procedures for responding to requests from schools for a determination?</i></p>	
<p>Developing A SACRE with developing practice would:</p>	<p>have had little or no experience of any requests for a determination, and have given at most only minimal attention as to how it might respond to such a request.</p> <p>be found unprepared and at risk of making an unsound decision or giving erroneous advice by a request for a determination.</p>	<input type="checkbox"/>
<p>Established A SACRE with established practice would:</p>	<p>be aware that schools have the option of requesting a determination, and that SACRE has a major role in this process.</p> <p>have provided some training to its members regarding determinations, either directly through working on earlier requests, or through specific elements in developmental sessions.</p> <p>be found by a request for a determination able to respond in an adequate but piecemeal fashion, without a systematic overview of this area of work.</p>	<input type="checkbox"/>
<p>Advanced A SACRE with advanced practice would:</p>	<p>be fully equipped for responding to requests for determinations, with a good understanding of SACRE's responsibilities.</p> <p>have a well-established and effective framework for responding to requests, with which members are familiar and comfortable.</p>	<input type="checkbox"/>

	Meet a request with a judicious and well-informed appraisal of the request by SACRE, leading to a sound decision communicated clearly to the school in a context of ongoing advisory support. SACRE periodically reviews all existing determinations.	
Where are we and where do we find evidence to support this?		

Successes/ What are we good at?

Barriers to success

Areas for development/ Action points:

- For the SACRE
- For the LA

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Section 4: Management of the SACRE and partnership with the LA and other key stakeholders

How far does the SACRE's partnership with the LA enable it to carry out its responsibilities effectively?

The relationship between a Local Authority and its SACRE is essentially one of partnership and collaboration, with mutual obligations and responsibilities. So that a SACRE can advise and act effectively for the LA in the field of Religious Education and collective worship, the LA must ensure not only that there is a local SACRE, but also that it is able to fulfil its functions. The extent to which a SACRE is supported, by funding and personnel, will determine how well individuals and committees can work together. Where a SACRE is valued by the Local Authority, it is more likely that the members of the SACRE will be able to contribute both to the SACRE's work and to the LA's wider strategic objectives.

40 By bring together many local stakeholders (faith/belief communities, teachers, local politicians and cooptees such as universities and parents) into a statutory body, SACREs can act positively for LAs as a sounding board on their core business of RE and collective worship, and also on wider strategic educational objectives such as raising standards, narrowing the gap and promoting community cohesion, as well as community matters related to interfaith collaboration and wellbeing. These core and value added functions work best when the SACRE is appropriately supported, resourced and managed, and when channels of communication with the LA are good.

The potential for SACREs to contribute more widely is dependent on SACRE members feeling that the meetings are outward looking, focused on pupil needs, purposeful and enjoyable. This can be achieved, for example, by meeting in different locations (schools, places of worship, cultural centres and Council meetings rooms) and by ensuring that all members feel they are equal partners whose views and experiences are sought, listened to and valued.

Alongside this, SACRE has the power to develop structural relationships with academies etc by exploring ways in which an academy "presence" can be incorporated into SACRE itself, e.g. by co-options (non-voting), through additional places in Group C (teacher organisations), or by creating a non-voting notional "Group E" (as had been envisaged in the Grant Maintained era). Similar considerations apply to the ASC. Although the legal framework would currently not allow voting rights to any distinct academy representation, SACREs and ASCs would surely not wish to proceed with decisions which were clearly not acceptable to the academy sector represented in their wider membership.

Key Area: 4a – SACRE meetings		
<i>How purposeful, inclusive, representative and effective are SACRE meetings?</i>		
Developing A SACRE with developing practice would:	hold meetings regularly with: <ul style="list-style-type: none"> ● routine administrative arrangements ● appropriate distribution of agendas and papers Business is dealt with in a prompt and orderly way. There are limited opportunities for teachers and representatives of faith communities to be invited to share their work. Business tends to be focused solely on routine statutory requirements.	<input type="checkbox"/>
Established A SACRE with established practice would:	have good attendance where all four committees are well represented. Agendas and papers are distributed well in advance ensuring all members have time to consider them carefully. Meetings are well managed with strong contributions from a wide range of members. Meetings move beyond routine matters to consider wider issues about the quality of RE and collective worship.	<input type="checkbox"/>
Advanced A SACRE with advanced practice would:	have SACRE members contributing to the development of the agenda. Meetings will be lively and purposeful with a wide variety of contributions focused on the major priorities for improvement in schools. Teachers and representatives of faith communities regularly attend and participate fully in meetings, sharing their experience and insights. Meetings are held in a variety of venues, including local places of worship and schools.	<input type="checkbox"/>
Where are we and where do we find evidence to support this?		

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Key Area: 4b – Membership and training		
<i>To what extent is the membership of SACRE able to fulfil SACRE's purpose?</i>		
Developing A SACRE with developing practice would:	have a membership that fulfils the basic statutory obligations. Arrangements to fill vacancies are not always effective. There are limited induction and training opportunities for SACRE members.	<input type="checkbox"/>
Established A SACRE with established practice would:	have a membership that strongly reflects the diversity of the wider religious and professional community. There are some opportunities for SACRE members to participate in training activities.	<input type="checkbox"/>
Advanced A SACRE with advanced practice would:	make good use of co-option to ensure membership of the SACRE is well informed and is highly representative of the diversity of the local community. There is a strong and co-ordinated programme of induction, and training opportunities for SACRE members.	<input type="checkbox"/>
Where are we and where do we find evidence to support this?		

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Key Area: 4c – Improvement/development planning		
<i>How effective are the priorities and actions identified by SACRE in improving the experience of pupils in schools?</i>		
Developing A SACRE with developing practice would:	not have an action plan to focus its future work and there is little overt linkage between the priorities of the LA's development / improvement plan and the work of the SACRE.	<input type="checkbox"/>
Established A SACRE with established practice would:	have a basic action plan which is reviewed regularly and updated on an annual basis. This provides an effective focus for the SACRE's work. There is some attempt to link the plan to the wider LA priorities. The SACRE is regularly represented at national events relevant to its work; for example, NASACRE.	<input type="checkbox"/>
Advanced A SACRE with advanced practice would:	have a well-defined action plan with clear objectives and success criteria. Resource implications are clearly defined. There is a clear link between the plan and the wider objectives of the LA.	<input type="checkbox"/>
Where are we and where do we find evidence to support this?		
Key Area: 4d – Professional and financial support		
<i>How well supported and resourced is SACRE?</i>		
Developing A SACRE with developing practice would:	have financial and management support to allow it to exist. Representatives of the LA attend meetings but there is limited subject specialist advice available. There are resources for basic SACRE functions but there is no specific budget for the SACRE and little opportunity for the SACRE to take initiatives requiring funding.	<input type="checkbox"/>
Established A SACRE with established practice would:	have some access to subject specialist advice and is informed of local and national initiatives. The LA is represented at meetings and can provide a means of communication with the wider LA. The SACRE has a modest budget which enables it to fund some initiatives. Meetings are clerked and the clerk maintains communication with the Chair and other members between meetings as needed.	<input type="checkbox"/>
Advanced A SACRE with advanced practice would:	be well supported by a subject specialist who provides effective advice and is well informed about the provision and quality of RE in the LA and about national developments. Representatives of the LA attend meetings and the SACRE is also attended by a lead officer from the LA who can provide a strong link between the work of the SACRE and the wider LA. SACRE's plans are linked to other local work and projects. The SACRE has access to funds to enable it to make decisions about its priorities and ensure these can be properly resourced.	<input type="checkbox"/>
Where are we and where do we find evidence to support this?		

Key Area: 4e - Information and advice		
<i>How well informed is SACRE in order to be able to advise the LA appropriately?</i>		
Developing A SACRE with developing practice would:	receive limited information about public examination data from the LA. Limited information is provided about wider national and local developments. The SACRE tends to receive information from the LA rather than ask questions of the LA and challenge its work.	<input type="checkbox"/>
Established A SACRE with established practice would:	be regularly provided with clear information relevant to the quality and provision for RE and collective worship in local schools. The SACRE receives the information in a way that enables it to challenge and question the LA's work.	<input type="checkbox"/>
Advanced A SACRE with advanced practice would:	receive detailed and well-analysed information about the quality and provision for RE and collective worship. As a result SACRE uses this information effectively to give advice to the LA which leads to strategic action to improve standards. This can include advice related to the review of the Agreed Syllabus. The SACRE has a strong partnership with the LA and plays an active role in promoting ideas and initiatives.	<input type="checkbox"/>
Where are we and where do we find evidence to support this?		

Key Area: 4f - Partnerships with key stakeholders		
<i>What partnerships does the SACRE have with key local and national stakeholders, and of what quality are these?</i>		
Developing A SACRE with developing practice would:	have little contact with or awareness of other local agencies, and rarely has contact with pupils or parents.	<input type="checkbox"/>
Established A SACRE with established practice would:	be well informed about other key stakeholders supporting RE and has some contact with the groups involved.	<input type="checkbox"/>
Advanced A SACRE with advanced practice would:	build its activities effectively on local networks. Links with other bodies, such as local Inter-Faith groups, are positive and able to support raising standards and developing community cohesion. The SACRE has opportunities to hear the views and experience of pupils and parents about RE. Representatives of key support networks such as ASTs and higher education providers are regularly involved with the SACRE.	<input type="checkbox"/>
Where are we and where do we find evidence to support this?		

Key Area: 4g– Relations with the Academies sector		
<i>How effectively is SACRE encouraging academies etc to see themselves also as stakeholders in their local area, specifically by devising ways in which an academies presence is incorporated into SACRE itself?</i>		
Developing A SACRE with developing practice would:	have nothing formal in place. Little encouragement, if any, is extended to academies to relate to the SACRE's proceedings, and there are no channels through which academies can contribute.	<input type="checkbox"/>
Established A SACRE with established practice would:	have made some attempts to set up an academies presence in SACRE, but these have been hampered by e.g. lack of confidence or vision on the part of SACRE, or by confusion over what is legally valid and possible. Nevertheless, some academies are now committed to working with SACRE and to finding a constructive way forward.	<input type="checkbox"/>
Advanced A SACRE with advanced practice would:	have considered systematically the legal and structural options open to them, and have set up formal procedures for establishing a permanent and sustainable academies presence on SACRE. A high proportion of academies in the area regard themselves as stakeholders and partners with SACRE.	<input type="checkbox"/>
Where are we and where do we find evidence to support this?		

Successes/ What are we good at?

Barriers to success

Areas for development/ Action points:

- For the SACRE
- For the LA

Section 5: Contribution of SACRE to promoting cohesion across the community

How effectively does SACRE, in partnership with the Local Authority and the faith communities, contribute to the promoting of cohesion across the community?

“By community cohesion, we mean working towards a society in which there is a common vision and sense of belonging by all communities; a society in which the diversity of people’s backgrounds and circumstances is appreciated and valued; a society in which similar life opportunities are available to all; and a society in which strong and positive relationships exist and continue to be developed in the workplace, in schools and in the wider community”¹.

Schools play a major role in helping to shape the future of our society, and the duty laid on each school to promote community cohesion is a significant part of that role. One of the most obvious and effective contributors to the community cohesion agenda is Religious Education. SACREs should take every opportunity to promote the contribution of RE to the community cohesion programmes in local schools. Where properly supported by the LA, SACREs themselves can act as powerful vehicles for promoting community cohesion in schools, in education more widely, and in the local community. SACREs should exemplify good practice in their internal relations and in the ways in which they go about their business. Advice on the contribution of SACREs and RE to community cohesion is given in the Guidance.

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¹ Alan Johnson, Secretary of State for Education and Skills, speaking in Parliament on 2 November 2006. Based on the Government and the Local Government Association’s definition first published in Guidance on Community Cohesion, LGA, 2002 and resulting from the Cattle Report in 2001.

Key Area: 5a – SACRE’s membership		
<i>How representative is SACRE’s membership of the local community?</i>		
Developing A SACRE with developing practice would:	have a membership that is not necessarily strongly representative of the religious diversity of the local community.	<input type="checkbox"/>
Established A SACRE with established practice would:	have membership that broadly reflects the religious diversity of the local community. This is regularly reviewed by the SACRE in partnership with the LA particularly where there is a high mobility of communities.	<input type="checkbox"/>
Advanced A SACRE with advanced practice would:	have strong representation from all major local religious communities including different groups within the same religious tradition (e.g. different Muslim communities). It would also endeavour to include representation from small local faith communities and / or have links with national bodies that can broker advice from those communities elsewhere in the UK.	<input type="checkbox"/>
Where are we and where do we find evidence to support this?		

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Key Area: 5b SACRE’s understanding of the local area		
<i>How much do SACRE members know and understand the local community in its religious, cultural and ethnic dimensions?</i>		
Developing A SACRE with developing practice would:	have limited knowledge about the religious, cultural and ethnic diversity in the local area.	<input type="checkbox"/>
Established A SACRE with established practice would:	be provided with a detailed analysis of the religious and cultural diversity within the LA and therefore be well aware of different groups representing the diversity within the local area. know about local Inter Faith groups and the work that they do in the locality.	<input type="checkbox"/>
Advanced A SACRE with advanced practice would:	have detailed knowledge of the nature of the religious, ethnic and cultural diversity in the local area and take active steps to inform itself further about the distinctive needs and opportunities created by this diversity. SACRE would have good liaison and seek to develop initiatives with local Inter Faith groups. The SACRE would be aware of the impact of this local context on schools and on the provision for RE and collective worship in those schools.	<input type="checkbox"/>
Where are we and where do we find evidence to support this?		

Key Area: 5c – SACRE’s engagement with the community cohesion agenda.		
<i>How much does SACRE understand the contribution which RE can make to a schools’ provision for community cohesion?</i>		
Developing A SACRE with developing practice would:	have a basic grasp of what community cohesion means and therefore a limited understanding of the contribution which RE can make to the community cohesion agenda. It may also have little opportunity to promote RE’s contribution to schools of faith communities.	<input type="checkbox"/>
Established A SACRE with established practice would:	have an understanding of what community cohesion means and the duty on schools to promote this. The SACRE would understand and have a clear commitment to the part RE can play in promoting community cohesion and would seek to promote this throughout its work.	<input type="checkbox"/>
Advanced A SACRE with advanced practice would:	understand what community cohesion means and be clear about the duty on schools and the LA to promote this. The members of SACRE would appreciate their key role in promoting RE’s contribution to the community cohesion offer of its schools. SACRE would ensure this is explicit in the local Agreed Syllabus and related guidance. SACRE members, as representatives of different sections of the wider community, would appreciate how they and their wider constituencies can work in partnership with other agencies to enhance the promotion of community cohesion in schools.	<input type="checkbox"/>
Where are we and where do we find evidence to support this?		

56	Key Area: 5d – SACRE’s role within wider LA initiatives on community cohesion		
	<i>How well is SACRE linked to or consulted about LA initiatives promoting community cohesion?</i>		
	Developing A SACRE with developing practice would:	be given little information about, or contact with, wider LA initiatives linked to the promotion of community cohesion.	<input type="checkbox"/>
	Established A SACRE with established practice would:	be aware of some LA initiatives promoting community cohesion and have opportunity to discuss and contribute to this work.	<input type="checkbox"/>
	Advanced A SACRE with advanced practice would:	be a key partner and stakeholder in the work of the local authority in this area and take the initiative in promoting activities and links, which relate to this work. be aware of and work in partnership with local Inter-Faith groups to ensure the LA’s work has a broad consultation base.	<input type="checkbox"/>
Where are we and where do we find evidence to support this?			

Successes/ What are we good at?

Barriers to success

Areas for development/ Action points:

- **For the SACRE**

- **For the LA**

ANNEX

The responsibilities of a Local Authority

The detailed rights and responsibilities of local authorities can be seen in full in *RE in English Schools: Non-statutory guidance 2010*. This can be found at <http://www.teachernet.gov.uk/teachingandlearning/subjects/re/guidance/>

In brief, local authorities are legally required to:

- establish a SACRE and appoint representatives to each of the four committees
- establish an occasional body called an agreed syllabus conference (ASC)
- institute a review of its locally agreed syllabus every five years
- appoint members of the committees represented on the ASC
- ensure that membership of group/committee A on the SACRE and ASC is broadly representative of the local area
- take all reasonable steps to ensure that SACRE and ASC membership is representative

The responsibilities of a SACRE

The detailed rights and responsibilities of SACREs can be seen in full in *RE in English Schools: Non-statutory guidance 2010*. This can be found at <http://www.teachernet.gov.uk/teachingandlearning/subjects/re/guidance/>

In brief, SACREs are legally required to:

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- advise the local authority on RE and collective worship
- publish an annual report on their work
- send the annual report to QCDA (or its successor body)
- meet in public, unless confidential information is to be disclosed
- make their minutes available to the local authority and make provision for public access to their agenda and reports

The Guidance also indicates that SACREs should, as a matter of good practice:

- Monitor the provision for both RE and Collective Worship
- Provide advice and support on RE and Collective Worship to schools
- In partnership with the local authority, keep the locally agreed syllabus and provision in schools under review
- Offer advice to the local authority

In addition, SACREs may:

- Require their local authority to review the locally agreed syllabus
- Decide to advise their local authority
- Co-opt members who are not members of any of the four groups.

The Guidance also makes it clear that SACREs can and should make a strong contribution to the promotion of community cohesion in schools and in the local community through their promotion of good quality RE and through their operation as a SACRE.

Discussion date(s)

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THE ROYAL BOROUGH OF WINDSOR AND MAIDENHEAD

Annual SACRE Report 2015-6

The SACRE has several aspects to its role. It:

- ❖ Advises the local authority on matters relating to collective worship and religious education
- ❖ Advises on methods of teaching and resources for religious education
- ❖ Decides whether or not to grant determinations to those schools which apply to have daily worship which is other than of a broadly Christian character
- ❖ Identifies the need for a revised religious education syllabus

In principle, every pupil is entitled to RE of the highest quality... A core duty of the SACRE is to gain an overview of the quality of the RE provision in LA Maintained schools and to develop effective strategies to promote the highest standards." - National Association of SACREs (NASACRE)

To help with this endeavour the Royal Borough of Windsor and Maidenhead SACRE works with NASACRE (the National Association of SACREs) and The Diocese of Oxford and the other SACREs in Berkshire.

This report sets out a brief summary of the work of the Royal Borough of Windsor and Maidenhead SACRE over the academic year 2014-2015. The minutes of the meetings which give more detail can be found at www.rbwm.gov.uk/web/ed_sacre_index.htm

The constitution and terms of reference can be found at:

http://www.rbwm.gov.uk/web/members_constitution.htm

For more information about the role and business of the SACRE please contact:

The Clerk: Andy.Carswell@RBWM.gov.uk

The Local Authority Officer: Clive.Haines@RBWM.gov.uk

Adviser: anne.andrews@oxford.anglican.org 07884 655097

Introduction from the Chairman, Michael Gammage

It's easy to be disappointed. There is so much that could be done; good quality RE teaching can be transformative; and progress can seem glacial. But there have thankfully also been notable successes this year.

SACRE has endeavoured above all to provide RE teachers with access to events, training and knowledge sharing sessions that will assist them to deliver RE teaching at its best. SACRE launched a termly newsletter to reach RE Heads and teachers, and this year, for the first time, surveyed RE Heads and teachers to better understand their needs and how SACRE might help. Their feedback has been invaluable in setting our priorities.

Our biggest step forward though, after careful consideration, has been our decision to join with other local SACREs in the Hub, a strategic collaboration bringing together several SACREs across Berkshire. We have cooperated in the past but the Hub takes us into a much closer collaboration, one to which we are committing a significant proportion of the SACRE budget.

The fruits of this collaboration are already apparent, in particular in the Crossing the Bridges project which aims to enable high quality learning experiences for young people through well-structured and thoughtfully arranged visits to local places of worship. The project is focussed on nurturing richer RE learning but by improving awareness and understanding it contributes as well to building community cohesion.

Which brings us to our biggest challenge at this time: how to remove the financial barrier that prevents many schools from taking advantage of the opportunities being developed by the Crossing the Bridges project. Places of worship are signing up for training in how to provide educationally rich learning experiences for visiting schools; and many teachers would like to arrange visits. But most schools simply don't have the resources to cover the transport costs.

In its search for a sponsor, SACRE has reached out to WAM Get Involved and to the Rotary Club – so far without success. We remain hopeful that a sponsor can be found in the coming months so the young people in the Royal Borough are able to take advantage of these enrichment opportunities.

It is fitting to close by paying tribute to those whose enthusiastic voluntary service makes SACRE's work possible. We are fortunate in particular to have a Vice Chair, Karen Butler, who continues to commit a great deal of time and effort to nurturing our involvement with the Hub initiative. We are well served too by the RE Adviser to SACRE and the Royal Borough, Anne Andrews, who has been an invaluable resource and catalyst.

Michael Gammage

Chairman

Standard, Quality and Provision of RE

- Results of GCSE & A levels
- Subject leader training continues to be well attended and subject leaders make contact with the adviser outside of sessions to seek advice. The decision was made to move the meetings around the Borough in order to widen attendance. This is having some positive impact.
- Assessment is one of the areas in which SACRE is aware that schools may need to improve on RE and this is included regularly in Subject leader meetings.
- OFSTED reports are made available to SACRE where they make mention of RE, which is rarely and SIAMS reports are used as a useful benchmark for what can be achieved in RE.
- No complaints have been received by SACRE about either the quality or provision of RE.
- The following concerns were discussed by SACRE:
 - RE not looked at separately in Ofsted reports.
 - RE not greatly taught in community schools.
 - Difficult to compare schools as RE taught differently in all schools.
 - Ofsted reports not specific to RE.
 - Difficulty in capturing information.
 - Sign up for recent training, mainly from faith schools, not many from community schools.
- Schools were surveyed to see what resources they used and what their preferred training methods were. The results are attached below.

Agreed Syllabus

- Preparations have begun for the syllabus review that needs to begin in 2017. The Pan-Berkshire hub co-ordinator will head up the review as part of the hub.
- The LA have been advised that extra funding will need to be made available in the financial year 17-18 for the review.

Standard, Quality and Provision of Collective Worship

- No requests for determinations have been received, nor have there been any complaints regarding Collective worship.

Advice and Training offered to Schools, LA and Governors

- The LA was advised that SACRE needed an extra meeting each year to enhance its effectiveness and the extra funding and clerking time was made available.
- Subject leader meetings continue to be held termly; topics this year have included age-related expectations, teaching about prayer and a visit to the Gurdwara. These network meetings are linked to NATRE and NATRE resources are shared.
- Sufficient funding has been made available on advice to enable RBWM SACRE to fully engage with the Pan-Berkshire hub and the Crossing the Bridges project.
- All secondary schools were surveyed with regards to the religions that will be offered under the new GCSE specifications and training on Islam was offered at the Mosque in

Maidenhead as a response to the survey. One of the secondary schools also invited all the others to attend a session led by one of the exam boards on the new specification.

- RBWM joined in the RE and British Values conference hosted by Bracknell Forest and SACRE agreed to fund 14 places for teachers. 13 of these were taken up and the conference was well received, feedback being positive.
- As a result of SACRE discussion the LA invited the RE Adviser to lead some sessions on Respect and Tolerance for NQTs and School Direct Trainees. These visits included trips to the Mosque and a chance to meet with the Imam and other members of the Muslim community.
- SACRE has advised the LA that trips to places of worship could be facilitated by some financial assistance and the LA is engaging with SACRE in discussions on this theme and suggesting organisations that may be able to help. These discussions are ongoing.
- One community school has been receiving additional RE input, supported by the LA to raise the standard of RE and that school has in turn been offering support to other schools.
- The termly SACRE news continues to offer advice, support and resource suggestions to teachers on RE and Collective Worship and is circulated to all schools and each SACRE member.

Management of SACRE

RBWM SACRE decided that more could be achieved by meeting 4 times per year and so there were meetings on the following dates:

2nd November
13th January
14th March
15th June

- The LA agreed to make sufficient funding available to enable the extra meeting to happen.
- Most of the meetings have been quorate, although none of the councillors were available for the meeting in March. The constitution was consulted and the minimum number of people were present so the meeting continued, but without taking any decisions of a financial nature. Membership has remained steady; chair and vice-chair continue in their roles, but there has been a change of Muslim rep and a new clerk has just been appointed for 2016-7. (Andy Carswell)
- SACRE has continued to engage with NASACRE, again sending a representative to the AGM in London. SACRE then engaged in the activity that delegates to the conference undertook and will in due course feedback their responses to NASACRE.
- SACRE has agreed to support the Pan-Berkshire hub to develop the Crossing the Bridges materials and develop a directory of all the places of worship in Berkshire that are happy to receive school visits.
- Members of SACRE attended the joint SACRE conference that launched the Pan-Berkshire Crossing the Bridges hub and also the training sessions that were offered for teachers and hosts to produce the draft materials.
- The additional hub meetings, scheduled to take place a couple of weeks before SACRE meetings will be attended by the vice-chair, who will report back to the main meeting.

Contribution of SACRE to LA Agenda

- SACRE members were invited to and engaged with a series of Interfaith discussions
- The adviser to SACRE has been running sessions for NQTs and Schools Direct Trainees on Respect and tolerance in the classroom and this agenda is set to continue next year.
- Discussions are underway between SACRE and some LA groups such as the Big Society Panel and the One Borough Meeting.

Conclusion

RBWM SACRE is aware of the challenges facing SACREs, RE and Collective Worship and is working to connect with teachers with the borough and help them with the issues that they are facing. The exciting development is the Pan-Berkshire hub and the Crossing the Bridges Project. The increased contact with schools through the training provided will hopefully create more opportunities to evaluate RE in schools. The additional training offered to the hosts in places of worship may also help to fill some of the current vacancies.

SACRE continues to keep itself up-to-date with the latest developments in RE and all the recent reports – RE for Real, the Woolf Institute report and the New Settlement – have been distributed to all SACRE members. The difficulties of monitoring RE and CW in schools continue, as OFSTED often makes no mention of them and lack of sufficient funding makes it hard for SACRE to carry out the monitoring itself.

SACRE membership and Attendance

Group Represented	Name	2 nd Nov 15	13 th Jan 16	March 16	July 16
Baptist	<i>Vacancy</i>				
Free Church	Melody Erasmus	X	X	X	X
Methodist	Gary Homewood	X	Apologies	Apologies	Apologies
Roman Catholic Church	Barbara Meaney	Yes	Yes	Yes	Yes
Hindu	Ila Gongotra	Yes	Yes	Yes	Yes
Islam	Usman Bhally	X	X	Saghir Ahmed - Yes	Yes
Judaism	Hilary Harris	X	Yes	Yes	Yes
Sikh	Ravinder Singh	Yes	Yes	Apologies	Yes
Buddhist	Anthea West	Yes	Yes	Yes	Yes
Baha'i	Mike Gammage (Chair)	Yes	Yes	Apologies	Yes
Church of England	Felicity Gunn	X	Yes	Apologies	Yes
Church of England	Rev Joan Hicks	Yes	Yes	Apologies	Yes
Church of England	Karen Butler (vice-chair)	Yes	Yes	Yes	Yes
NASUWT	<i>Vacancy</i>				
NAHT	<i>Vacancy</i>				
ATL	Liz Jenkins	X	Yes	Apologies	Yes
VOICE	<i>Vacancy</i>				
BASH	Louise Ceska	Yes	Yes	Yes	Yes
NUT	Deborah Firth	X	X	Apologies	Apologies
RBWM	Cllr Dee Quick	X	X	Apologies	x
RBWM	Cllr Natasha Airey	Yes	X	Apologies	Yes
RBWM	Cllr Richard Kellaway	Yes	Yes	Apologies	Apologies
Local Authority Officer	Clive Haines	Yes	X	X	Yes
Professional Advisor	Anne Andrews	Yes	Yes	Yes	Yes
Clerk:	Shilpa Manek	Yes	Yes	Yes	Yes

Teacher Survey Results

How Can SACRE Best Support RE Teachers?

Results of a SACRE survey of RE Teachers in the Royal Borough

1. Survey Objectives and Methods

- **Objective:** to ask RE Teachers what they need, as a way to identify where and how SACRE might be able to assist them
- **Method:** RE Teachers were invited to respond online to a set of six questions posed by SACRE teachers and others
- **Response:** between 10th and 25th November, 18 RE Teachers completed the survey.

2. Where Do You Currently Go for RE Resources?

Taken together, RE Teachers seem to have access to a wide range of RE Resources already

In reality, most RE teachers mentioned only one or two sources for RE Resources

Conclusion: SACRE might have a useful role in spreading awareness of the range of RE Resources, and removing barriers to using them

3. What is your preferred method of receiving training?

On average, RE Teachers prefer conferences to webinars

In reality, preferences vary significantly

A One-Day Conference is:

the *most* favourite option for 28% of RE teachers

but also the *least* favourite option for 33% of RE teachers

Conclusion: *on average,* teachers seem to prefer conferences to webinars - but teacher's circumstances and preferences vary hugely. So training and support has to cater for this spectrum of requirements.

4. If you have to choose, which do you prefer?

Face-to-face meetings with other RE Teachers were not as popular as online resources

5. What time of day is best for meetings?

For RE events, weekday afternoons work best

6. What else can SACRE Do?

RE Teachers' Suggestions...

"Arrange for speakers to come into schools - currently we have Christian but no other faiths, even just at assembly would be lovely. Muslim speaker for GCSE would be super. Thanks."

"Artefacts."

“Have a list of contacts from different religions who are comfortable with visiting schools, or responding to questions from teachers.”

“Visiting different Places of Worship is a great way to become more familiar with the world faiths: customs, history, worship methods and practices etc.”

“The idea of a forum to share resources and lesson plans is a really good idea Conference is a good idea but if I attended I would expect to see experienced teachers talking about their successes in teaching RE and ways they have inspired their children to love learning about other religions and cultures.”

7. Questions and Conclusions

RE Resources

- Why is it that some teachers seem to have access to a wide range of sources while others seem to use only one?
- TES, RE Online and RE Today seem to be clearly the most popular online resources. Do *all* teachers have access to them?

RE Teacher Training Events

- Teachers' circumstances vary. We need to continue to develop a range of events, from local twilight sessions to half day or occasional full day conferences

By virtue of paragraph(s) 7a of Part 1 of Schedule 12A of the Local Government Act 1972.

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